

# FPSPI Global Issues Problem Solving

Individual / Multi-Affiliate

Problem:

Evaluator:

Division:

Booklet #:

| Step 1 Scoring Guidelines  |   |
|--|---|
| <b>Fluency</b> - A Yes challenge is a logical cause or effect of the situations in the Future Scene<br><b>Score</b>        | Fluency - Award points for each Yes challenge.<br>Number of Yes challenges: 1 2 3 4 5 6 7 8<br>Number of points awarded: 3 4 5 6 7 8 9 10 |
| <b>Flexibility</b> - Number of unique categories in Yes challenges<br><b>Score</b>   | Flexibility - Award 1 point for each different category used in a Yes challenge.<br>Number of categories used: 1 2 3 4 5 6 7 8            |
| <b>Clarity</b> - Clearly tells what & why challenges are a concern<br><b>Score</b>   | Below average clarity 1 2 3      Average clarity 4 5 6      Good clarity 7 8      Excellent clarity 9 10                                  |
| <b>Originality</b> - Three bonus points may be awarded to any Yes challenge that shows extraordinary creativity or insight |   |

| #             | Y | Category #     | O                 | P, W, S, D     | Feedback on Step 1 Challenges | Category List  |
|---------------|---|----------------|-------------------|----------------|-------------------------------|--|
| 1             |   |                |                   |                |                               | <input type="checkbox"/> 1. Arts & Aesthetics<br><input type="checkbox"/> 2. Basic Needs<br><input type="checkbox"/> 3. Business & Commerce<br><input type="checkbox"/> 4. Communication<br><input type="checkbox"/> 5. Defense<br><input type="checkbox"/> 6. Economics<br><input type="checkbox"/> 7. Education<br><input type="checkbox"/> 8. Environment<br><input type="checkbox"/> 9. Ethics & Religion<br><input type="checkbox"/> 10. Government & Politics<br><input type="checkbox"/> 11. Law & Justice<br><input type="checkbox"/> 12. Miscellaneous<br><input type="checkbox"/> 13. Physical Health<br><input type="checkbox"/> 14. Psychological Health<br><input type="checkbox"/> 15. Recreation<br><input type="checkbox"/> 16. Social Relationships<br><input type="checkbox"/> 17. Technology<br><input type="checkbox"/> 18. Transportation |
| 2             |   |                |                   |                |                               |  |
| 3             |   |                |                   |                |                               |  |
| 4             |   |                |                   |                |                               |  |
| 5             |   |                |                   |                |                               |  |
| 6             |   |                |                   |                |                               |  |
| 7             |   |                |                   |                |                               |  |
| 8             |   |                |                   |                |                               |  |
| Step 1 Scores |   | Fluency (3-10) | Flexibility (1-8) | Clarity (1-10) | Originality (x3)              | Total  |
|               |   |                |                   |                |                               |  |

| Step 2 Scoring Guidelines  |  |                   |                  |                 |             |              |                 |       |
|--|--|-------------------|------------------|-----------------|-------------|--------------|-----------------|-------|
| <b>Condition Phrase</b><br><b>Score</b>                          | Not present 0<br>Inaccurate information or unrelated to KVP 1<br>Present, accurate, and related to Future Scene 2  |                   |                  |                 |             |              |                 |       |
| <b>Stem and KVP</b><br><b>Score</b>                              | Key Verb Phrase not present 0<br>Present but multiple verb phrases 1<br>Present but multiple objects or modifiers 2<br>Present; KVP has <b>one</b> active verb phrase 3  |                   |                  |                 |             |              |                 |       |
| <b>Purpose</b><br><b>Score</b>                                   | Purpose not present 0<br>Present but more than one purpose or repeats KVP 1<br>Present. No clear relationship to KVP 2<br>Present and singular 3   |                   |                  |                 |             |              |                 |       |
| <b>Future Scene Parameters</b><br><b>Score</b>                   | 0 or 1 parameters present 0<br>2 parameters present 1<br>Topic, place, and time present 2  |                   |                  |                 |             |              |                 |       |
| <b>Focus of KVP/ Purpose</b><br><b>Score</b>                     | Restates, broadens, or ignores FS 1<br>No purpose or not connected to KVP; Purpose repeats KVP and/or CP 1 2 3<br>Too broad or too narrow KVP with stated purpose; multiple KVP or purpose; UP not clearly worded 4 5 6<br>Good KVP; goal or purpose is evident; UP addresses charge 7 8<br>Excellent KVP that ties directly to a well defined, clearly written purpose and addresses FS charge 9 10 |                   |                  |                 |             |              |                 |       |
| <b>Adequacy/Importance of Underlying Problem</b><br><b>Score</b> | Restates, broadens, or ignores FS 1<br>No purpose or not connected to KVP; Purpose repeats KVP and/or CP 1 2 3<br>Identifies a minor issue from the FS 4 5 6<br>Identifies appropriate issue from the FS 7 8<br>Identifies a major or important issue from the FS 9 10   |                   |                  |                 |             |              |                 |       |
| Step 2 Scores  |  | Condition (0 - 2) | Stem/KVP (0 - 3) | Purpose (0 - 3) | FSP (0 - 2) | Focus (1-10) | Adequacy (1-10) | Total |
|  |  |                   |                  |                 |             |              |                 |       |

Condition Phrase: \_\_\_\_\_

Stem (circle): "How might we" or "In what ways might we"

Key Verb Phrase: \_\_\_\_\_

Purpose: \_\_\_\_\_

Future Scene Parameters: Topic \_\_\_\_\_ Place \_\_\_\_\_ Time \_\_\_\_\_

Comments:

| Step 3 Scoring Guidelines   |  |
|---|--|
| <b>Fluency</b> - A relevant solution idea addresses the KVP and supports the purpose<br><b>Score</b>                                | Fluency - Award points for each relevant solution idea.<br>Number of Relevants: 1 2 3 4 5 6 7 8<br>Number of points awarded: 3 4 5 6 7 8 9 10            |
| <b>Elaboration</b> - Description of who, what, why, and how (3)<br><b>Score</b>   | Elaboration - Award points for each elaborated relevant solution.<br>Number of Elaborates: 1 2 3 4 5 6 7 8<br>Number of points awarded: 3 4 5 6 7 8 9 10 |
| <b>Flexibility</b> - Number of unique categories in relevant solutions<br><b>Score</b>  | Flexibility - Award 1 point for each different category used in a relevant solution idea.<br>Number of categories: 1 2 3 4 5 6 7 8                       |
| <b>Originality</b> - Three bonus points may be awarded to any relevant solution idea that shows extraordinary creativity or insight |  |

| #             | R | E              | Category #         | O                 | P W or D         | Feedback on Step 3 solution ideas | Category List  |
|---------------|---|----------------|--------------------|-------------------|------------------|-----------------------------------|--|
| 1             |   |                |                    |                   |                  |                                   | <input type="checkbox"/> 1. Arts & Aesthetics<br><input type="checkbox"/> 2. Basic Needs<br><input type="checkbox"/> 3. Business & Commerce<br><input type="checkbox"/> 4. Communication<br><input type="checkbox"/> 5. Defense<br><input type="checkbox"/> 6. Economics<br><input type="checkbox"/> 7. Education<br><input type="checkbox"/> 8. Environment<br><input type="checkbox"/> 9. Ethics & Religion<br><input type="checkbox"/> 10. Government & Politics<br><input type="checkbox"/> 11. Law & Justice<br><input type="checkbox"/> 12. Miscellaneous<br><input type="checkbox"/> 13. Physical Health<br><input type="checkbox"/> 14. Psychological Health<br><input type="checkbox"/> 15. Recreation<br><input type="checkbox"/> 16. Social Relationships<br><input type="checkbox"/> 17. Technology<br><input type="checkbox"/> 18. Transportation |
| 2             |   |                |                    |                   |                  |                                   |  |
| 3             |   |                |                    |                   |                  |                                   |  |
| 4             |   |                |                    |                   |                  |                                   |  |
| 5             |   |                |                    |                   |                  |                                   |  |
| 6             |   |                |                    |                   |                  |                                   |  |
| 7             |   |                |                    |                   |                  |                                   |  |
| 8             |   |                |                    |                   |                  |                                   |  |
| Step 3 Scores |   | Fluency (3-10) | Elaboration (3-10) | Flexibility (1-8) | Originality (x3) | Total                             |  |
|               |   |                |                    |                   |                  |                                   |  |

| Steps 4-5 Scoring Guidelines   |   |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
|--|---|--|--|--------------------|---------------------|---------------------|-------------------------------|--------|---|--|--|--|--|-------------------|-------|--|---|--|--|--|--|-----------|--------|--|---|--|--|--|--|----------------|-------|--|---|--|--|--|--|-------------------------------|--|--|---|--|--|--|--|--|--|--|--------------|--|--|--|--|--|--|--|--|
| <b>Correctly Written (CW)</b><br>The structure of each criterion<br><b>Score</b>   | One point is awarded for each correctly written criterion. A correctly written criterion <b>MUST</b> fulfill all four: a superlative - 'st' word, focus on a single stanrad, indicate a desired direction, and be recognizable as a question..<br><b>Number of correctly written criteria = 0 1 2 3 4 5</b> |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| <b>Relevance to the UP</b><br><b>Score</b>   | <b>Total Relevancy Points from the table below</b><br><b>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</b>  |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| <b>Correctly Used</b><br><b>Score</b>  | Grid has 3 or more errors; top solution not used in Step 6 <b>1 2</b><br>Grid contains 2 errors <b>3</b><br>Grid contains 1 error <b>4</b><br>Grid contains no errors <b>5</b>  |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| <table border="1"> <tr> <td></td> <td>CW (✓)</td> <td>A = Advanced<br/>3 points<br/>M = Modified<br/>2 points<br/>G = Generic<br/>1 point<br/>D = Duplicate<br/>0 points<br/>NR = Not Relevant<br/>0 points</td> <td>A / M / G / D / NR</td> <td>Rel Pts</td> <td rowspan="6">Steps 4-5 Comments:</td> <td colspan="2"><b>Steps 4-5 Scores</b></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td>Correctly Written</td> <td>0 - 5</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>Relevance</td> <td>0 - 15</td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td>Correctly Used</td> <td>1 - 5</td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td colspan="2"><b>Steps 4-5 Total Points</b></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td colspan="2"></td> <td></td> </tr> <tr> <td colspan="5"><b>Total</b></td> <td colspan="3"></td> </tr> </table> |   | CW (✓)   | A = Advanced<br>3 points<br>M = Modified<br>2 points<br>G = Generic<br>1 point<br>D = Duplicate<br>0 points<br>NR = Not Relevant<br>0 points | A / M / G / D / NR | Rel Pts             | Steps 4-5 Comments: | <b>Steps 4-5 Scores</b>       |        | 1 |  |  |  |  | Correctly Written | 0 - 5 |  | 2 |  |  |  |  | Relevance | 0 - 15 |  | 3 |  |  |  |  | Correctly Used | 1 - 5 |  | 4 |  |  |  |  | <b>Steps 4-5 Total Points</b> |  |  | 5 |  |  |  |  |  |  |  | <b>Total</b> |  |  |  |  |  |  |  |  |
|  | CW (✓)  | A = Advanced<br>3 points<br>M = Modified<br>2 points<br>G = Generic<br>1 point<br>D = Duplicate<br>0 points<br>NR = Not Relevant<br>0 points | A / M / G / D / NR   | Rel Pts            | Steps 4-5 Comments: |                     | <b>Steps 4-5 Scores</b>       |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 1  |   |  |  |                    |                     |                     | Correctly Written             | 0 - 5  |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 2  |   |  |  |                    |                     |                     | Relevance                     | 0 - 15 |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 3  |   |  |  |                    |                     |                     | Correctly Used                | 1 - 5  |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 4  |   |  |  |                    |                     |                     | <b>Steps 4-5 Total Points</b> |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| 5  |   |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |
| <b>Total</b>   |   |  |  |                    |                     |                     |                               |        |   |  |  |  |  |                   |       |  |   |  |  |  |  |           |        |  |   |  |  |  |  |                |       |  |   |  |  |  |  |                               |  |  |   |  |  |  |  |  |  |  |              |  |  |  |  |  |  |  |  |

| Step 6 Scoring Guidelines   |   |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
|---|---|-----------------|---------------------|------------------|-------------------------|------------------|-------------------------|-------|--|--|--|--|--|--|--|
| <b>Relevance - The plan's relation to the Underlying Problem</b><br><b>Score</b>  | Action Plan does not address the UP <b>1</b><br>Action Plan has some relation to the UP; another solution might be better <b>2 3</b><br>Action Plan does a good job of addressing the UP <b>4</b><br>Action Plan has an excellent relationship to the UP <b>5</b>                                     |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Effectiveness - The plan's effectiveness in solving the UP (KVP &amp; Purpose)</b><br><b>Score</b>                     | Action Plan does little to solve the UP <b>1</b><br>Action Plan solves some aspects of UP <b>2 3</b><br>Action Plan adequately solves UP <b>4</b><br>Action Plan completely solves UP <b>5</b>  |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Criteria in Development of Action Plan - the degree to which criteria are addressed in Action Plan</b><br><b>Score</b> | Action Plan does not address criteria <b>1</b><br>Action Plan's connection to criteria is minimal or unclear <b>2 3</b><br>Action Plan makes some valid connections to criteria <b>4</b><br>Action Plan addresses criteria in a convincing manner <b>5</b>  |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Impact - The plan's impact on the Future Scene</b><br><b>Score</b>   | Action Plan has no effect; UP scored low in adequacy <b>1</b><br>Weak effect on the Future Scene; UP low in adequacy <b>2 3</b><br>Plan has effect on Future Scene; UP of average adequacy <b>4</b><br>Plan has strong impact on Future Scene; UP high in adequacy <b>5</b>                           |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Humaneness - The positive, humane potential of the plan</b><br><b>Score</b>  | Negative or destructive Action Plan <b>1 2</b><br>Action Plan is neutral - neither positive nor negative <b>3</b><br>Constructive potential evident <b>4</b><br>Action Plan is positive and constructive <b>5</b>   |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Development of Action Plan - The full explanation of the plan</b><br><b>Score</b>                                      | Minimal description of plan; rewrite of Step 3 <b>1 2 3</b><br>Some elaboration; more support of ideas needed <b>4 5 6</b><br>Illustrates, who, what, why, and how in detail <b>7 8</b><br>Plan structured & well elaborated; amplifies action to be taken <b>9 10</b>                                |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |
| <b>Step 6 Scores</b>  | <table border="1"> <tr> <th>Relevance (1-5)</th> <th>Effectiveness (1-5)</th> <th>Criteria (1-5)</th> <th>Impact (1-5)</th> <th>Humaneness (1-5)</th> <th>Dev. Action Plan (1-10)</th> <th>Total</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Relevance (1-5) | Effectiveness (1-5) | Criteria (1-5)   | Impact (1-5)            | Humaneness (1-5) | Dev. Action Plan (1-10) | Total |  |  |  |  |  |  |  |
| Relevance (1-5)   | Effectiveness (1-5)   | Criteria (1-5)  | Impact (1-5)        | Humaneness (1-5) | Dev. Action Plan (1-10) | Total            |                         |       |  |  |  |  |  |  |  |
|   |   |                 |                     |                  |                         |                  |                         |       |  |  |  |  |  |  |  |

Steps 6 Comments:

| Overall Scoring Guidelines  |   |                            |                          |                            |       |  |  |  |  |
|---|---|----------------------------|--------------------------|----------------------------|-------|--|--|--|--|
| <b>Research Applied - Relevant terms and ideas</b><br><b>Score</b>                                      | Minimal evidence of research terms, concepts, issues, trends <b>1 2 3</b><br>Average evidence of research terms, concepts, trends for age group <b>4 5 6</b><br>Noticeable evidence of research terms, concepts, trends <b>7 8</b><br>Evidence of research and thorough knowledge of topic readily apparent <b>9 10</b> |                            |                          |                            |       |  |  |  |  |
| <b>Creative Strength - Original, productive thinking</b><br><b>Score</b>                                | Minimal evidence of creative thinking <b>1 2 3</b><br>Some attempt at creative thinking <b>4 5 6</b><br>Innovative thinking, insightful ideas; parts of booklet go beyond the ordinary <b>7 8</b><br>Strong display of inventive, ingenious ideas throughout the booklet <b>9 10</b>                                    |                            |                          |                            |       |  |  |  |  |
| <b>Futuristic Thinking - Relevant trends and technologies projected into the future</b><br><b>Score</b> | Minimal evidence of futuristic trends or technologies <b>1 2 3</b><br>Average futuristic ideas for age group <b>4 5 6</b><br>Futuristic concepts present throughout booklet <b>7 8</b><br>Excellent futuristic concepts that indicate how ideas impact future society <b>9 10</b>                                       |                            |                          |                            |       |  |  |  |  |
| <b>Overall Scores</b>   | <table border="1"> <tr> <th>Research Applied (1-10)</th> <th>Creative Strength (1-10)</th> <th>Futuristic Thinking (1-10)</th> <th>Total</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>   | Research Applied (1-10)    | Creative Strength (1-10) | Futuristic Thinking (1-10) | Total |  |  |  |  |
| Research Applied (1-10)   | Creative Strength (1-10)  | Futuristic Thinking (1-10) | Total                    |                            |       |  |  |  |  |
|   |   |                            |                          |                            |       |  |  |  |  |

Comments:

| Total Scores        |  | Booklet #             |
|---------------------|--|-----------------------|
| Step 1              |  |                       |
| Step 2              |  |                       |
| Step 3              |  |                       |
| Steps 4 & 5         |  |                       |
| Step 6              |  |                       |
| Overall             |  |                       |
| <b>Total Points</b> |  | <b>Total Points</b>   |
|                     |  | <b>Rank in sample</b> |